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ABSTRACT

This brief guide provides journalists with information on the Educational Resources Information Center (ERIC). It describes what is in ERIC, why journalists writing education news should use ERIC, when ERIC is most useful, and how journalists can obtain access to ERIC. It explains how to search the ERIC database, manually or on compact disks (CD-ROM), and provides examples of manual and computer searches. It discusses how to obtain copies of journal articles in the "Current Index to Journals in Education" and documents in "Resources in Education." The guide lists addresses, phone numbers, and contact persons for ACCESS ERIC and the 16 ERIC clearinghouses, and provides bibliographic information and annotations for six other guides to ERIC. (SV)

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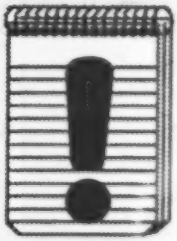

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A Journalist's Handbook About the Educational Resources Information Center

By Topper Sherwood

Clearinghouse on Rural Education and Small Schools

RC017655

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Got the Education Beat?
Use ERIC!

A Journalist's Handbook about the
Educational Resources
Information Center (ERIC)

by

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Pat Cahape of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) designed the layout, and Craig Howley, also of ERIC/CRESS, did the copyediting.

PREFACE

The Educational Resources Information Center (ERIC) can offer journalists a variety of services, as described in this handbook. Few journalists, however, combine the qualifications of Topper Sherwood, the author of this handbook. Not only has he covered education for many regional and national publications, but he has also worked as an abstractor and indexer for the ERIC Clearinghouse on Rural Education and Small Schools. As of this writing, he was on assignment in East Germany for *The Chronicle of Higher Education*.

As he began work on this handbook, Topper consulted with staff of many of the ERIC clearinghouses and with ACCESS ERIC. He found that most ERIC clearinghouses already have routine contacts with journalists working on stories.

When Topper begins a feature story on education, he starts with an ERIC search. We hope this handbook will encourage other journalists to turn to ERIC. Performing a search of the ERIC database is neither the only—nor by any means the easiest—way to use ERIC. The more familiar you become with the system, however, the more you will be able to see the advantages of turning to the database to develop background ideas for stories.

The handbook first addresses the issues of what ERIC is, why journalists should use it, when they should use it, and how they might use it. It also provides a brief introduction to searching the ERIC database. The discussion is based on the premises that (1) many journalists are *already* searching various electronic databases, and (2) the advent of ERIC on compact disks (CD-ROM) makes electronic searching a skill every journalist can master.

Craig Howley
ERIC/CRESS
January 1990

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TAPPING INTO ERIC

Introduction

You've been given the education beat. You think, perhaps, you won't be writing "star" material every day. You won't make page 1 as often as you might like.

True, education isn't always as jazzy as, say, science or "cops." On the other hand, it is getting more attention than it once did, and rightfully so. According to recent studies, major U.S. newspapers are carrying education stories more often. Education is also being treated with longer and more in-depth stories. We're seeing them more often on page 1, and at many papers—large and small ones—more than one reporter is assigned to cover education issues.

This handbook introduces a tool that will help you—whatever your situation—cover the education beat better: the Education Resources Information Center (ERIC). ERIC gives reporters access to hundreds of thousands of essays, studies, articles, and research papers—more education information than exists from any other single source.

As you will see, this handbook has been written with print journalists in mind. Broadcasters also have much to gain from the ERIC database and are invited to read, learn, and use. Just about any education story will improve with information pulled from the ERIC system.

What is ERIC? Why, when, and how should you tap into ERIC? The answers depend on how you work and what you are looking for. But keep in mind that, while ERIC can be immediately useful, it can—if education is your principal responsibility—serve as a long-term resource. By promoting access to the writings of educators, ERIC helps reporters get an inside look at new issues and persistent trends in education.

What is ERIC?

ERIC is a huge educational database system that is relatively fast, efficient, and inexpensive to use. Some services are even free.

The education literature is covered for ERIC by 16 clearinghouses. They divide the complete scope of education—by topic—among them. To

give you a sense of how this works, the clearinghouses and their areas of expertise are listed beginning on page 15.

A toll-free number—800-873-3742 (800-USE-ERIC)—has been put into place to answer your questions about the system. Calling this number will put you in touch with another unit of the ERIC system, ACCESS ERIC, which provides outreach services to the public. There are also hundreds of libraries and educational organizations in the United States, which can make ERIC materials accessible to you. The ACCESS ERIC 800 number will help you locate the nearest one.

The ERIC system also has a special reproduction service—the ERIC Document Reproduction Service (EDRS)—which typically fills orders in five working days. See page 13 for information about ordering ERIC resources from EDRS.

Several cautions are in order, however. ERIC will not have *everything* you want, and it cannot answer *every* question easily. First, you should realize that most ERIC staffers are librarians and scholars, not newsbreakers. Second, it takes time to fill requests for print resources. Many libraries, however, are willing to copy materials and send them via regular mail or overnight express, providing your company pays the tab. Finally, because of the density of the database, it takes some work to learn to use all of the services offered by ERIC. But the effort can be well worth the time it takes.

If you need more help than we can offer here, ask your nearest ERIC librarian or call the toll-free ACCESS ERIC number: 1-800-USE-ERIC (1-800-873-3742). Happy hunting.

Why use ERIC?

Editors at major papers and news magazines are taking a closer look at education. In doing so, they are not only following the lead of government and business officials, but are also reflecting the interests of their readers.

Research supports what journalists know instinctively: that the media play an increasingly larger role in setting public policy. Both what we write and how we write it affect the public's perception of the issues. By extension, our work affects official policy.

But, although education news writing appears to be on the rise, observers note a widening gulf between the results of educational research and what comes out as public policy. Admittedly, many (perhaps most) educational studies are somewhat dry and don't deserve coverage *per se*. On the other hand, reporters often fail to pick up on the interesting *issues* in important educational research. Many of these

issues *are* newsworthy.

This oversight wouldn't be so bad if it weren't for the news industry's growing influence on public policy. When important educational issues go unnoticed by the media, they may also go unnoticed by the public and by public administrators. At worst, this makes for an ill-informed public, misunderstanding at all levels of decisionmaking, and bad policy.

Part of the task of a savvy media is to bridge the gap between researchers and practitioners. The job of a savvy reporter, then, includes learning about current issues and using that knowledge to develop well-informed stories. By keeping tabs on educational studies, news reporters can better serve themselves, their publications, and their communities.

When should you use ERIC?

As a tool for reporters, ERIC is probably more useful for developing features or providing background than it is for writing spot news stories. ERIC is also no substitute for interviews—but it can give you a sense of *whom* to interview on particular issues. In short, ERIC is a resource that you should not overlook.

Use ERIC for background information for stories, for help in locating experts to interview, and for monitoring educational trends and issues if the education beat is your primary responsibility.

ERIC, for example, can help you retrieve the writings of a visiting educator or a new school administrator. It can "pull up" studies on educational trends or programs in your state or region. Use ERIC to retrieve reports and articles that help answer these and other questions: How are consolidated schools different from their quickly vanishing one-room counterparts? What are the changing trends in day-care in the United States? What kind of AIDS education programs exist in other parts of the country, or elsewhere in the world?

If you are looking for human resources—people—an ERIC document search might give you leads on who has done substantial research in a particular area. Also, your local ERIC librarian (academic libraries generally have ERIC collections) or staff at one of the 16 clearinghouses might be able refer you to national or regional "experts."

ERIC Digests are one clearinghouse resource that reporters should know about. Digests are two-page summaries of topics of current interest in education. Approximately 500 Digests have been published in the past six years. Call ACCESS ERIC at 800-USE-ERIC to find out more about Digests.

Like any good database, the ERIC database is growing continuously.

It generally takes several months, however, for the most recent articles and reports to make their way into the database. You can make personal contacts with ERIC staffers to get a sense of work-in-progress or of the most recent additions to the database.

Using ERIC is like a trip to the library—a huge library with hundreds of thousands of documents and articles at your fingertips. ERIC staff (at ACCESS ERIC and at the clearinghouses) can serve you as reference librarians. You can also learn to search the database, much as you would use the card catalog and the stacks in a public library. The best bet is to use ERIC as soon as you've got a story subject in mind. Make the database an *early* "fishing hole."

How do you use ERIC?

ERIC, a project of the U.S. Department of Education, has been around since 1966. As noted above, ERIC also produces summaries of topics in education (in Digests as well as in an array of other publications). Moreover, both staff at ERIC and staff of libraries with ERIC collections can suggest personal contacts (for interviews) and provide other helpful services.

One Option

The easiest way to use ERIC is to call ACCESS ERIC (800-USE-ERIC) for a referral, either to staff at the clearinghouses, or to ERIC publications (such as Digests) or to other sources. Again, a list of clearinghouses and the topics they cover can be found on page 15.

Another Option

"Easiest," however, is not always "best." There is another way to use ERIC. You can, on your own or with assistance from ERIC staff or staff of libraries with ERIC microfiche collections, search the ERIC database to help you identify and retrieve documents or articles about the topic of your story.

No matter which option you pursue, the more you understand ERIC, the more you can be sure of being able to pull information useful for your story. Even if you don't find *exactly* what you want, chances are *good* that you will find something of interest—either for the education story you are working on or for one you might want to consider doing later. The remainder of this handbook gives you a brief background about searching the ERIC database.

SEARCHING THE ERIC DATABASE

Depending on your story and your deadlines, a search can help you identify issues or background information, especially for a feature article.

There are many ways to perform an ERIC search. You can have a service provider—for example, a library, an information service, or an ERIC clearinghouse—do it for you. Call ACCESS ERIC at 800-USE-ERIC to find the most convenient service provider for a search. Service providers generally provide only computer searches, for reasons that will become obvious shortly.

Doing Your Own Searches

You can also perform your own search, either manually or with the help of a computer. But, even if you plan to have someone else perform the search, it pays to know something about what a search entails.

A manual search is time-consuming, but, at least at first, it *does* give you a good sense of the variety of documents and articles in ERIC. Manual searching is based on the use of paper indexes.

Computer searches are faster and more productive than manual searches. You can access the ERIC database through the CD-ROM compact disk systems or through on-line searching with a modem from your home or office computer.

Let's consider some of the things that go into a good search. First, we'll illustrate a manual search; you'll learn some of the things you need to know, whether you or someone else actually performs the search. After we review these basics, we'll illustrate a computer search. The computer illustration focuses on using the compact disk systems.[1]

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[1]ERIC also offers on-line searching to clients with modems. This is more expensive than visiting an ERIC service provider, but you can get more information through the following on-line vendors:

BRS Information Technologies, Latham, NY. (800) 468-0908
DIALOG Information Services, Palo Alto, CA. (800) 334-2564
ORBIT Search Service, McLean, VA. (800) 456-7248

Basics, Including Manual Searching

ERIC search skills are, quite simply, tools—means to locate articles, research studies, or other publications on education. More than 300,000 reports and documents are kept in ERIC's microfiche collection (located in hundreds of libraries and other organizations nationwide). ERIC also abstracts more than 780 education-related journals.

The database describes these resources so that you, the reporter, can see if they will be useful to you, and so that you can get copies of any you want to read. Every available ERIC document and article has a general sketch—or "resume"—stored in the electronic database and in print indexes. Think of the document's resume as an *annotated* catalog card in the library. Each resume consists of separate "fields," including (among other things) the title, author, a brief summary or "abstract," and—most importantly for ordering—its ERIC accession number.

Ultimately you want to be able to go through the resumes—either in the written indexes or the computer system—just as you would rifle through the card catalog at the library. This is how you decide what documents you want to obtain for your research.

Researching a Story Idea: One Example

Assume, as an example, that we're working on a feature story about young people who drop out of school. Questions we want to handle include: Who drops out more often, males or females? Is it a bigger problem among rural or urban youth (in big schools or small)? What are the various reasons for dropping out? Can we find examples of programs that successfully retain students who are at risk?

Assuming we have found an ERIC service provider with all the right tools (the *Thesaurus of ERIC Descriptors*, the print indexes, and, for the illustration of computer searching, ERIC on compact disks), we begin our search by establishing our subject headings and boiling them down to a few key words. (The fewer and more specific our items are, the easier our search will be.) It might be helpful to have two lists, one for main topics and another for possible side-bars.

For our dropout piece, for example, our list might look something like this:

Main Topics
- Dropouts
- Dropout Characteristics

- Causes of Dropping Out
- Dropout Programs

Side-Bar Ideas
- Gender Differences
- Urban-Rural Differences

Now, we are ready to use ERIC's primary manual tools—the *Thesaurus* and two indexes. Let's take the *Thesaurus* first.

Once we've come up with our list, we must translate our terms into those that ERIC can understand. To be specific, ERIC's document resumes—those annotated "library cards" we want to rifle through—are *indexed* according to subject headings, called "descriptors."

The *Thesaurus* is the guidebook to ERIC descriptors. It has three sections: the Alphabetical Display, the Rotated Display, and the Hierarchical Display.

THE ALPHABETICAL DISPLAY is self-explanatory. Each descriptor term appears alphabetically, with references to other descriptors—related terms (RT), broader terms (BT), narrower terms (NT), or nonexistent terms (UF, "Use For..."). There is often a "scope note" (SN), which tells how the descriptor has been used by ERIC.

THE ROTATED DISPLAY is a straight list of every word in every descriptor, in alphabetical order. Because of the arrangement, many descriptors appear more than once. The descriptor "Educational Television," for example, will appear twice, once among the E's and again among the T's.

THE HIERARCHICAL DISPLAY shows how descriptors relate to one another as broader and narrower terms; you probably won't need to consult it.

Getting back to our dropouts, we begin searching for the perfect dropout-related descriptors in the Rotated Display, looking to see what's under "Dropouts." Since we're looking up the information ourselves, it is best to limit our list as best we can. For the sake of illustration, let's put the following terms on our final "main list":

Dropout Prevention
Dropout Characteristics
Dropout Programs
Dropout Attitudes

For our side-bar topic search, we turn again to the Rotated Display, in the back of the *Thesaurus*. There, we learn that the descriptor for our

"Gender Differences" is listed as "Sex Differences," and our term "Urban-Rural Differences" is covered by the descriptor "Rural Urban Differences."

What we've done so far is basic to any kind of search—manual or computer. If we were doing a computer search, as we will see shortly, we'd move to the CD-ROM machine or we'd consult an on-line vendor. Since this example deals with a manual search, however, we'll consult the print indexes next.

We have six ERIC topics (descriptors), and we want to find document resumes that fit one or more of them. How do we get to the resumes and, by extension, to the documents themselves?

ERIC has two sets of written indexes for its resumes. Resumes on journal articles can be found in the *Current Index to Journals In Education* (CIJE). Resumes for other documents—research findings, program descriptions, literature reviews, for example—are in *Resources In Education* (RIE). Don't be intimidated: the indexes are easier to use than they appear. Read on.

It depends on what you need for your article, but searching both RIE and CIJE will obviously take twice as long as searching just one or the other. Also, limiting your search to ERIC documents filed for the past several months or years would seem more prudent, especially if you're working under a tight deadline.

For the purposes of our example, we will use only our main list to check materials that appear in the RIE for the past few months, say, five monthly volumes. Let's apply our main dropout list to the five latest RIEs available at this writing—January-May 1989. Here are some interesting entries from our manual search:

ED 301 951 A Resource Manual for Dropout Prevention and Recovery Programs (RIE May 1989)

ED 301 912 Joining Hands: The Final Report of the Model Programs for Dropout Prevention (RIE May 1989)

ED 300 866 Youth-at-Risk: Who Are They, Why Are They Leaving, and What Can We Do? (RIE April 1989)

ED 299 367 In Their Own Voices: Young Women Talk about Dropping Out (RIE February 1989)

ED 299 350 Identification and School-Related Attitudes and Expecta-

tions of At-Risk High School Students. (RIE February 1989)

Notice that for each entry there is an "ED" (ERIC document) number. The front section of each RIE volume has document resumes, including an abstract summary, listed by ED number, with the highest numbers (that is, the most recent acquisitions) given first.

If we like what we see in an abstract, we use the ED number to pull the full document from the microfiche collection (which is arranged by ED Number) or, if we were using the CIJE, to order copies of articles on interlibrary loan or from University Microfilms International (UMI). Call ACCESS ERIC at 800-USE-ERIC to find the location of the collection nearest you. You can also use the ED number to order documents (but not articles) from the ERIC Document Reproduction Service (again, see the section on ordering that begins on page 13).

Searching the Database: Computer Searches

Once you understand how a manual search works, you can use what you know to help you master the art of computer searching. Computer-assisted ERIC searching is by far the most efficient way to search the database. If you are already searching databases of newspaper articles, then you'll have a leg up on ERIC searching. This section illustrates a computer search.

The compact disk systems, in particular, let you search not only for descriptors, but also for *any word* (except articles and prepositions) anywhere in a resume. Better yet, the computer can search for descriptors and other key terms in ways more complex than is possible in a manual search.

In this example, we will use a CD-ROM search.[2] Whereas the manual search required us to examine *many volumes* of the print index, the *entire* ERIC database fits on just two or three compact disks. If we want to search documents dating back to 1966, for example, we simply establish our search procedure and then repeat it (with a single keystroke!) on the other disks. And, even if we use just the latest disk, we're still scanning a library of materials dating back *seven to ten years!*

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[2]Three publishers produce the ERIC database on compact disks. The system used in these examples is produced by SilverPlatter. Each system has somewhat different features. For comparative information about all three systems, consult the publications about ERIC on CD-ROM listed in "Other Resources about ERIC," the concluding section of this handbook.

We start again with our story idea, "Drop-outs: Who Are They and Why Aren't They in School?" To prepare for our manual search, we used the *Thesaurus of ERIC Descriptors* to establish our main topics, and we now pick up our computer search at that point. (Remember that a careful choice of descriptors is important for any search, whether or not you actually perform the search yourself.)

The words for making the computer work for us are, quite simply, "and," "or," and "not." The computer library lesson that follows is, actually, an old exercise in logic and set theory.

"And" gives us the intersection of two or more sets; "or" gives us the conjunction of two or more sets; while "not" eliminates specified records from a given set. Here is our list again:

Dropout Prevention	Dropout Characteristics
Dropout Programs	Dropout Attitudes
Sex Differences	Rural Urban Differences.

For *each* of these six topics, there is a finite set of documents. Some of these sets may be separate from each other, others will certainly overlap. The real trick (as usual) is to ask the right questions, narrow down the overlapping areas and, thus, reduce the number of resumes you consider to a manageable level.

Searching "Dropout Prevention," for example, tells us there are 625 resumes on the latest disk, dating back to 1983. Six-hundred resumes are far too many to read or even to scan. How about the resumes that have both "Dropout Prevention" AND "Dropout Programs" as descriptors? That should reduce the size of our search set somewhat.

We type our command after the "FIND" prompt:

FIND:Dropout-Prevention and Dropout-Programs

Use of the hyphen (in the SilverPlatter system) flags the two-word phrases as descriptors. Don't forget to *hyphenate* compound terms if you are using the SilverPlatter system.

This strategy tells us that there is a subset, an overlap, of 156 documents containing BOTH descriptors. We're making progress, but 156 resumes is still quite a large set.

Other strategies can help us narrow this list even further. These strategies include limiting the subset to (1) certain kinds of publications (for example, journal articles, literature reviews, or basic research); (2) a certain time period (say, later than 1986); (3) a certain educational

level (for example, the high school level); or (4) just RIE documents or CIJE articles. These strategies are among the most common, and most productive, ways to focus search sets.

In our example, we'll limit the set by asking only for RIE documents and by using the "not" command to eliminate documents that concern higher education. Once we have a smaller search set—say 30-50 resumes—we can scan them to see which documents seem promising for our story.

Each CD-ROM system has its own routines for doing this, but in our example the F4 button allows us to scan the resumes. We can also transfer the whole set or any resumes within it to a floppy disk or a printer, so that we can review them later. (The various CD-ROM systems also have help screens that explain how to use view, print, or download resumes; F1 button brings up the help screen in the SilverPlatter version).

At the end of it all, we have eliminated all journal articles and all documents that do not deal primarily with dropout programs. The list of documents is pared to 25 resumes. Here are two titles that stand out:

ED 291 811 School Dropouts: Patterns and Policies (The abstract tells us this is a 1986 book full of interesting articles.)

ED 282 948 Dropouts in America: Enough Is Known for Action, A Report for Policymakers and Grantsmakers.

The CD-ROM search is very useful for exploring our side-bar ideas. If, for example, we had searched for the "Sex Differences" descriptor in each and every "Dropouts" resume we found in the printed indexes, we would have been fighting distraction and, likely, wasting our time. But, since the computer can combine two or three different terms, it can quickly zero in on what we want. Our search can be broader and, at the same time, we should be able to nail down our subject much more effectively.

Using the descriptors "Dropouts" AND "Rural-Urban-Differences" in a search strategy, we find that there are 10 RIE documents that are indexed to both descriptors. Three seem particularly interesting:

ED 300 186 The Lower Price Hill Community School: Strategies for Social Change from an Appalachian Street Academy

ED 298 426 Ontario Secondary School Program Innovations: A

Report to the Ontario Study of the Relevance of Education and the Issue of Dropouts

ED 284 134 Who Drops Out of High School? Findings from High School and Beyond

If we have a microfiche collection nearby, we can take down the ED numbers and head for the reading room. Libraries with ERIC microfiche collections generally have microfiche reader-printers. Again, ACCESS ERIC at 800-USE-ERIC can direct you to the nearest ERIC microfiche collection, or you can order the documents from EDRS, as explained in the next section.

If we repeated this procedure for "Dropouts" AND "Sex-Differences," we'd find a set of 25 RIE documents. A number of these also look promising:

ED 306 342 A Study of Students Who Left: D.C. Public School Dropouts

ED 303 990 Dropouts: The Relationship of Student Characteristics, Behaviors and Performance for Special Education Students

ED 303 289 New Mexico Dropout Study, 1986-87 School Year

ED 299 367 In Their Own Voices: Young Women Talk about Dropping Out (We came across this report previously in our manual search.)

ED 299 477 Dropping Out of School. Volume I: Causes and Consequences for Male and Female Youth

ED 297 065 Cohort Dropout Study: The Class of 1986. OEA Analytic Report.

Working with the CD-ROM system improves your ability to search and find what you need. With experience, you'll also find that you are better able to organize your questions, topics, and materials. For this reason, learning to search the ERIC system yourself is well worth the time you invest.

GETTING YOUR ARTICLES AND DOCUMENTS

How you get your documents depends, of course, on the source. RIE documents and CIJE articles are available from different sources.

Journal articles (their accession numbers begin with "EJ") can be ordered through your local library, directly from the journal itself, or through University Microfilm International (UMI), which currently charges $10.75 per article, regardless of length. For an additional $9.00, UMI will FAX it to you. Call or write: UMI Article Clearinghouse, 300 North Zeeb Road, Ann Arbor, Michigan 48106. UMI's toll-free number is 800-732-0616. For access to articles, the extension is 786.

RIE documents are available:

(1) from libraries and other organizations with ERIC microfiche collections.

There are more than 750 ERIC service providers, and there is at least one microfiche collection in each state. Collections are often found in universities, state departments of education, or other educational organizations. Check with ACCESS ERIC at 800-USE-ERIC. Most organizations with microfiche collections will allow you to make paper copies of any documents that interest you.

(2) from the ERIC Document Reproduction Service (EDRS).

EDRS can supply you with paper or microfiche copies of your documents. The charge for paper copies is currently $2.00 for documents of up to 25 pages and $2.00 for each increment of up to 25 pages (plus UPS shipping and, for Virginia residents, sales tax). The length of the document is found in the resume field labeled "PG." It generally takes five working days for EDRS to process your order. EDRS will also FAX material. The cost depends on how far and how many pages you want sent. Write

or call for details: ERIC/EDRS, 3900 Wheeler Avenue, Alexandria, Virginia 22304-6409. (Toll-free tel.: 1-800-227-3742)

(3) from the organization that produced it.

The "LV" (Level) field on the document resume tells you what form it's in. A number 1 in the field means it can be obtained in microfiche or paper copies; a 2 means microfiche only; while a 3 means the document is available only from the publisher. The "AV" (Availability) field in the resume provides ordering and pricing information for level 3 documents.

CLEARINGHOUSES AND ACCESS ERIC

In general, make ACCESS ERIC your first contact in the ERIC system. The list that follows can help you contact staff of the ERIC system who work in ACCESS ERIC and each of the 16 ERIC clearinghouses (each of which concentrates on a specific field of interest, or "scope").[3] The list includes addresses, contact persons, and phone numbers. The scope areas of each clearinghouse are boldfaced in the clearinghouse name in the list that follows. For each organization, below, the contact person is the staff member responsible for "User Services"—responding to questions from the public, including journalists.

ACCESS ERIC
Aspen Systems Corporation
1600 Research Corporation
Rockville, Maryland 20850

Contact Person: Paula Seidman
Telephone: 800/USE-ERIC (that is, 800/873-3742)

ERIC Clearinghouse on **Adult, Career, and Vocational Education**
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090

Contact Person: Judy Wagner
Telephone: 800/848-4815

ERIC Clearinghouse on **Counseling and Personnel Services**
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259

Contact Person: Barbara Hogan
Telephone: 313/764-9492

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[3]Also included in this list is the Adjunct ERIC Clearinghouse on Literacy Education, which is associated with the ERIC Clearinghouse on Languages and Linguistics.

ERIC Clearinghouse on **Reading and Communication Skills**
Indiana University
Smith Research Center, Suite 150
2805 E. 10th Street
Bloomington, Indiana 47408-2373

Contact Person: Gail Londergan (p.m. only)
Telephone: 812/855-5847

ERIC Clearinghouse on **Educational Management**
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207

Contact Person: Mary Lou Finne (p.m. only)
Telephone: 503/686-5043

ERIC Clearinghouse on **Handicapped and Gifted Children**
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589

Contact Person: Crystel Kurtzberg
Telephone: 703/620-3660

ERIC Clearinghouse on **Languages and Linguistics**
Center for Applied Linguistics
1118 22nd Street, N. W.
Washington, D. C. 20037-0037

Contact Person: Bill Code
Telephone: 202/429-9551 or 202/429-9292

Adjunct ERIC Clearinghouse on **Literacy Education**
Center for Applied Linguistics
1118 22nd Street, N. W.
Washington, D. C. 20037

Contact Person: Karen Willetts
Telephone: 202/429-9292 or 202/429-9551

ERIC Clearinghouse on **Higher Education**
George Washington University
One Dupont Circle, N. W., Suite 630
Washington, D. C. 20036-1183

Contact Person: Janeula Burt
Telephone: 202/296-2597

ERIC Clearinghouse on **Information Resources**
Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, New York 13244-2340

Contact Person: Nancy Preston
Telephone: 315/443-3640

ERIC Clearinghouse for **Junior Colleges**
University of California at Los Angeles
Mathematical Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564

Contact Person: Norbert Anthony
Telephone: 213/825-3931

ERIC Clearinghouse on **Elementary and Early Childhood Education**
University of Illinois
College of Education
805 West Pennsylvania Avenue
Urbana, Illinois 61801-4897

Contact Person: Norma Howard (Monday - Thursday only)
Telephone: 217/333-1386

ERIC Clearinghouse on **Rural Education and Small Schools**
Appalachia Educational Laboratory
1031 Quarrier Street
P. O. Box 1348
Charleston, West Virginia 25325

Contact Person: Berma Lanham
Telephone: 800/624-9120 (nationwide)
800/344-6646 (WV)

ERIC Clearinghouse for **Science, Mathematics, and Environmental Education**
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792

Contact Person: Patricia Blosser
Telephone: 614/292-6717

ERIC Clearinghouse for **Social Studies/Social Science Education**
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2373

Contact Person: Laura Smiddie
Telephone: 812/855-3838

ERIC Clearinghouse on **Teacher Education**
American Association of Colleges for Teacher Education
One Dupont Circle, N. W. Suite 610
Washington, D. C. 20036-2412

Contact Person: Dorothy Stewart
Telephone: 202/293-2450

ERIC Clearinghouse on **Tests, Measurement, and Evaluation**
American Institutes for Research
Washington Research Center
3333 K Street, N. W.
Washington, D. C. 20007

Contact Person: Thomas Eissenberg (M & Th, 8 a.m.-3 p.m.)
Telephone: 202/342-5060

ERIC Clearinghouse on **Urban Education**
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 West 120th Street
New York, New York 10027-9998

Contact Person: Patricia Jensen
Telephone: 212/678-3433

OTHER RESOURCES ABOUT ERIC

The ERIC system, with a history of almost 25 years, has traditionally been concerned with helping educators and the public to use its resources. Over the years, the system has produced a number of publications for this purpose. In addition, ACCESS ERIC (800/USE-ERIC) can provide a variety of brochures about the ERIC system.

The publications listed below describe applications of the ERIC database to which this handbook refers. They provide more detailed information than it has been possible to include in the handbook. All are available from the ERIC Document Reproduction Service (EDRS). Use the given ED numbers when placing an order with EDRS.

Gonzalez-Stupp, E., & Wildemuth, B. (1986). *At home with ERIC: Online searching from your home computer* ("Knowledge Index" Edition). Princeton, NJ: ERIC Clearinghouse on Tests, Measurement, and Evaluation. (ERIC Document Reproduction Service No. ED 267 100)

> Guides microcomputer owners for searches of ERIC and other education and social science databases (for example the DIALOG Information Services "Knowledge Index" System, Psychological Abstracts, Microcomputer Index, and Books in Print). Attachments include: Search Strategy Worksheet, ERIC Field Names and Abbreviations, "Knowledge Index" Command Summary, Mandatory Level Descriptors, and Publication Type Codes.

Howley, C., Stowers, P., & Cahape, P. (1989). *A parent's guide to the ERIC database.* Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. (ERIC Document Reproduction Service No. ED 307 102)

> Includes information about ERIC publications for parents, how-to information (ordering, understanding resumes, searching tutorials, locating ERIC collections), as well as descriptions of the ERIC system and a glossary.

Laubacher, M. (1983). *How to prepare for a computer search of ERIC: A non-technical approach* (revised and updated from the 1975 edition by J. Yarborough). Syracuse, NY: ERIC Clearinghouse on Information Resources. (ERIC Document Reproduction Service No. ED 237 100)

Explains the steps involved in preparing a computer search for the ERIC database. Considers both manual and computer searches. Also covers search types, problem definition, and development of a search strategy. Includes glossary and 42-item bibliography.

McLaughlin, P. (1987). *New access points to ERIC—CD-ROM versions* (ERIC Digest). Syracuse, NY: ERIC Clearinghouse on Information Resources. (ERIC Document Reproduction Service No. ED 283 533)

Discusses the advantages and disadvantages of CD-ROM versions of the ERIC database. Describes database scope, gives information on software capabilities, hardware requirements, and describes notable features of the three products. A table compares the current disk contents, archival disk contents, hardware, CD drives, and prices of the three products. (See Schamber, 1988, for an update.)

Schamber, L. (1988). *ERIC on CD-ROM: Update* (ERIC Digest EDO-IR-88-1). Syracuse, NY: ERIC Clearinghouse on Information Resources. (ERIC Document Reproduction Service No. ED 300 031)

Discusses advantages and disadvantages of CD-ROM use in libraries and information centers. Describes features of three CD-ROM versions of the ERIC database, including differences among them, equipment requirements, software features, and print documentation. Provides addresses and telephone numbers of vendors. (See McLaughlin, 1988, for an earlier report.)

Schamber, L. (1988). *The novice user and CD-ROM database services* (ERIC Digest EDO-IR-88-2). Syracuse, NY: ERIC Clearinghouse on Information Resources. (ERIC Document Reproduction Service No. ED 300 032)

Answers questions that beginning or novice users may have about CD-ROM (a compact disk with read-only memory) database services, including costs, use, kinds of databases available, and the future of CD-ROM.